

Overall Aim

The School seeks to remain an inclusive school and provide equality of access and opportunity for all pupils to the extent that reasonable adjustments can be made to the School's premises and procedures. The School aims to ensure that students with disabilities or learning difficulties are not discriminated against or placed at substantial disadvantage in those areas of school life that are normally accessible to the whole pupil body.

The plan seeks to:

Increase the extent to which disabled pupils, including those with SEND can participate in the school curriculum. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits.

Improve the provision to disabled pupils of information which is already in writing for pupils who are not disabled. This covers documentation related to the curriculum, to general school documentation and also information which is normally sent home. Plans will need to adopt a practical approach and take account of the specific disability - details will vary on a case by case basis.

Improve the physical environment of the School in order to increase the extent to which disabled pupils are able to take advantage of education and associated services offered by the School. This includes improvements to the premises and grounds, taking into account the consideration of reasonable adjustment and any restrictions such as may result from planning consent or listed building/conservation area status.

This plan covers a three-year period. It is reviewed annually by the school and monitored by governance.

| Bellevue Schools - Disability Access Plan | | | | | | | |
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| Theme/ Target/ Objective | Actions | Leading | Date | Cost | Success Criteria | Outcomes for Learners | Evaluation/sign off & who by |
| Enabling Participation in the School's Curriculum for All | <ul style="list-style-type: none"> Train staff on differentiation Use iSAMS / PA / GL to improve access of teachers to information | S Murchison C King | Annually | | <p>Teachers will apply greater differentiation to lessons</p> <p>Teachers will be able to track pupils' progress</p> | <p>Pupils will have access to differentiated learning for their needs and be able to access the curriculum</p> <p>Teachers will be able to plan for each individual</p> | Lesson observation, book scrutiny, Planning SLT |

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| | <ul style="list-style-type: none"> • Use iSAMS / GL Data/ (Pupil Asset Junior school only) to improve access of teachers to information • Provision of aids to assist visual or auditory impairment • Ensure consideration given to SEND in all internal and external testing • Monitoring of SEND progress within progression meetings as a specific cohort • SEND Termly updates and SEND Staff booklet • Dyslexia Course • PATOSS LTD AAA course (Access arrangements and reasonable adjustments course.) | <p>S Murchison C King</p> <p>S Jeacock</p> <p>S Jeacock C King M Paris</p> <p>H.Marsden, M. Paris and S Jeacock</p> <p>S Jeacock</p> <p>L Gupta (S Jeacock)</p> <p>Patoss LTD S Jeacock</p> | <p>Sep 2019 Annually</p> <p>From Sept 2020 and reviewed annually</p> <p>Annual review</p> <p>Termly review</p> <p>Termly/ Annual</p> <p>Jan 2018</p> <p>Sep 2023</p> | <p>Subscriptions + training time Subscriptions + training time</p> <p>EP or assessor cost to parents</p> <p>None</p> <p>None</p> <p>£1750</p> | <p>Teachers will be able to track pupils' progress</p> <p>Identified children will be able to access aids if they opt to use them</p> <p>All SEND pupils will be able to access testing</p> <p>SEND pupils progress will be recorded and monitored and appropriate intervention identified</p> <p>All staff updated on SEND pupils</p> <p>All staff more aware of how to support dyslexic pupils in classroom</p> <p>Assist students in part 2 of Form8.</p> | <p>Teachers will be able to plan for each individual and parents informed of GL data</p> <p>These pupils will be able to access the curriculum.</p> <p>SEND pupils will not be disadvantaged in testing procedures - reasonable adjustments made</p> <p>SEND pupils will make progress, the value of which will depend on the level of support required.</p> <p>All pupils accessing the curriculum and their needs are being met by all staff Work appropriately pitched and differentiated to these pupils</p> | <p>SEND Pupils measured against national expectations</p> <p>Lesson observations and book scrutiny</p> <p>Lesson Observations, Termly data analysis Completed and signed off.</p> |
| Improving the Physical Environment | <ul style="list-style-type: none"> • Lower doors • Ramps into the school on the ground floor | <p>SLT , S Wilson</p> <p>SLT, S Wilson</p> | <p>Nov 2019</p> <p>Nov 2019</p> | <p>Approx £10 000</p> <p>Approx £8000</p> | | <p>Access to the building from a variety of entrances</p> | <p>Completed and signed off.</p> <p>Completed and signed off.</p> |

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| | <ul style="list-style-type: none"> ● Emergency and evacuation systems are in place and understood by pupils, including pupils with SEN and disability; including alarms and lock down | S Wilson and H Marsden , SLT | Annual review, Termly Tests and drills. At least every half term | Budget request | SEND pupils able to respond to alarms and alerts and follow protocol in a safe and prompt way with required support | <p>Access to the building from a variety of entrances</p> <p>SEND pupils feel confident and secure in how to evacuate in an emergency situation</p> | Termly Tests and review of evacuation/ lockdown outcomes |
| Accessibility of Information | <ul style="list-style-type: none"> ● Using public areas of school to display notices in large font ● Ensuring all signage is sufficiently clear, with visual cues ● Policies available electronically so that user can adapt to their needs ● Safeguarding documents available for all on arrival to School. ● Ensuring Class displays are accessible to all pupils ● Provision of aids to assist visual or auditory impairment ● Review ICT resources in line with needs of annual cohorts ● Ensure Consideration given to SEND in all internal and external testing | <p>H.Marsden L. Barber</p> <p>M Chessum Receptionist</p> <p>S Jeacock</p> <p>N Ellis S Jeacock</p> <p>S Jeacock M Paris C King</p> | <p>Annual Review</p> <p>From Sep 2020 and reviewed annually</p> <p>Termly Review</p> | Budget request | <p>Notices, signage, website will be accessible to all</p> <p>Identified children will be able to access aids if they opt to use them.</p> <p>Pupils will have access to a device to work on in school and HL</p> <p>All SEND pupils will be able to access testing</p> | <p>All learners/ parents/ public will be able to read notices and signage and access the website to make at least expected progress.</p> <p>These pupils will be able to access the curriculum</p> <p>Pupils from Y6-Y11 access to their own Chrombook.R-Y5 access to school bank</p> <p>SEND pupils will not be disadvantaged in testing</p> | <p>Checked by Head and SENCO</p> <p>Pupils using aids in lessons S Jeacock</p> <p>Exam Access arrangements register plus</p> |

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| | <ul style="list-style-type: none"> Monitoring of SEND progress within progression meetings as specific cohort. | | Termly / Annual | None | | <p>procedures- reasonable adjustments made</p> <p>All pupils accessing the curriculum and their needs are being met by all staff</p> | evidence Y11 exam folder. S Jeacock Staff meetings , lesson observations, data, appraisals, governance, PTC |
| Improving the Physical Environment | <ul style="list-style-type: none"> Lower doors, steps within the new Nursery build | SLT, S Wilson | Nov 2019 | | | Access to the building from a variety of entrances | Completed and signed off |
| | <ul style="list-style-type: none"> Ramps into the School on the ground floor | SLT , S Wilson | Nov 2019 | | | Access to the building from a variety of entrances | Completed and signed off |
| | <ul style="list-style-type: none"> Emergency and evacuation systems are in place and understood by pupils, including pupils with SEN and disability; including alarms and lock down | S Wilson and H Marsden SLT | Annual review, Termly Tests and drills. At least every half term | Budget Request | SEND pupils able to respond to alarms and alerts and follow protocol in a safe and prompt way with required support | SEND pupils feel confident and secure in how to evacuate in an emergency situation | Termly Tests and review of evacuation/ lockdown outcomes |
| Accessibility of Information | <ul style="list-style-type: none"> Using public areas of school to display notices in large font Ensuring all signage is sufficiently clear, with visual cues Policies available electronically so that user can adapt to their needs Safeguarding documents available for all on arrival to the school | H Marsden L.Barber M Chessum Receptionist | Annual Review | Budget Request | Notices, signage, website will be accessible to all | All learners will be able to read notices and signs and access the website to make at least expected progress. | Checked by Head and SENCo |

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| | <ul style="list-style-type: none">• Ensuring Class displays are accessible to all pupils | | | | | | |
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